

Leeward Community College
Comprehensive Review and Evaluation

Program/Unit/Area Name: Certificate of Competence in Substance Abuse Counseling Program

Assessment Period: August 2012 to May 2015

College Mission

The Mission statement and Philosophy of Leeward Community College was approved by the UH Board of Regents in May 2012.

Mission

At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Certificate of Competence in Substance Abuse Counseling Program Mission and Program Description

Program Mission

The Certificate of Competence in Substance Abuse Counseling (COSAC/SUBS) program serves many individuals who seek to secure entry-level knowledge and skills essential for working with clients in the field of human service and specifically, in the position as a substance abuse counselor.

Program Description

Enrollment in the Certificate of Competence in Substance Abuse Counseling Program (COSAC/SUBS) offers entrants the theoretical foundation and skill development outlined by the federal agency, Substance Abuse Mental Health Services Administration (SAMSHA) for educating substance abuse counselors. It also offers opportunities for developing the knowledge, and skills outlined by the International Certification and Reciprocity Consortium (IC&RC), which governs Hawai'i State Certification. Completion of the certificate fulfills a large percentage of the substance abuse specific education required for State of Hawai'i certification and satisfies a portion of the experiential hours with time spent in practicum. The program offers education about the Twelve Core Functions of substance abuse counseling—the foundation for the profession, group process and micro skills, while also assisting learners in understanding what content will be on the state exam, for which they may sit after securing the requisite experiential volunteer of work hours within the field.

Populations Served

The COSAC/SUBS program offers opportunities to learners who currently have *no* AA Degree, or those who already have an AA, BA, or MA degree and who only wish to secure the COSAC. A larger percentage of our learners are non-declared COSAC/SUBS majors who instead, register as Liberal Arts (LBRT) or other majors. Their secondary program is the COSAC in which they secure the majority of their elective courses while pursuing their AA degree. The third type of learner registers in individual, stand-alone human service courses while majoring in Liberal Arts and are those who seek careers in psychology or social work. These learners are not generally interested in specializing in substance abuse counseling; however, they do wish to secure practical experience in group facilitation and the development of applied skills expected of counselors. The COSAC program also offers continuing education opportunities to professionals working in the fields of psychology, social work, criminal justice, education, and nursing. Professionals in these fields continuously confront substance abuse issues within the high-risk populations with whom they work.

Part I. Executive Summary of Program Status

Included below is the Executive Summary response to the 2013-2014 years' program review.

The SUBS program continues to be “Healthy” in terms of Demand and Efficiency. However, for 2013-2014, Effectiveness was rated “Cautionary” primarily because Fall-to-Spring Persistence plunged fourteen percentage points. The students being tracked are the declared majors. However, a large percentage of students who take SUBS classes and who actually intend to be certified are not declared majors. In fact, non-majors take an increasing percentage of the SSHs: 67% in 2011-2012, 72% in 2012-2013, and 75% in 2013-2014. The program coordinator plans to increase the use of individualized counseling to encourage students to stay in the program.

The program coordinator has in fact continued individualized counseling by offering more intrusive outreach and support for high-risk learners. The Persistence numbers continue to fall below the Healthy level in part due to tracking only declared majors. Since many students take program courses—up through the final, keystone course—but do not declare the major, health of the program might not be accurately reflected. However, the data does suggest that not as many declared majors are completing the two-year program. The additional statistics offered by our Institutional Researcher, which contribute to being able to look behind ‘the curtain’, offers us a healthier and broader picture of the SUBS program’s health in the area of Persistence. These figures will be shared in the Analysis section.

Part II. Program Description

History

The Substance Abuse Counseling Certificate of Completion at Leeward Community College had its first graduating class in 1995. We are currently celebrating 20 years of graduates. The program’s certification was changed to a Certificate of Competence in 2014. The COSAC program is the first and only one on O’ahu at the community college level, which prepares learners academically in the 12 Core Functions for becoming a substance abuse counselor. An

applied program such as this involves a good deal of live practice in individual and group counseling skills, so classes are kept small.

The program was developed with input from the Department of Health (DOH), Alcohol, and Drug Abuse Division (ADAD), human services providers, and the community. It was developed to respond to the pressing and ongoing need for an educated workforce to serve clients in the field of substance abuse counseling. Hawai'i was the last state in the nation to develop an institutionally based education program, which would train not only entry-level substance abuse counselors just entering college, but also be available for those with advanced degrees who desired to add a specialization with a substance abuse counseling certificate.

Other colleges/universities in Hawai'i have since created programs specializing in substance abuse counseling modeled after Leeward's COSAC program. UH Maui and Hawai'i Community College, for example, have developed certificate of competence programs. UHWO offers an entirely online Certificate in Substance Abuse and Addictions Studies (SAAS) program for learners earning a B.A. degree in social sciences.

The Certificate of Competence in Substance Abuse Counseling program was developed to fill a burgeoning need in the community to provide the ADAD-required 270 hours of substance abuse related education. The program needed to be available for pre-service and continuing education for in-service people, as well as for entrants who wish to become substance abuse counselors. The curriculum was to include content that prepared graduates to take the Alcohol and Drug Abuse Counselor State Certification Examination once they completed their experiential hours. DOH ADAD staff also noted that on O'ahu certified substance abuse counselors are needed to fill not only positions specifically responsible for substance abuse treatment, but also general human service positions where substance abuse issues commonly arise. Furthermore, as more funding is made available for rehabilitation, more skilled substance abuse counselors will be needed to fill the burgeoning demand.

Program goals/Occupations for which this program prepares students

Program Goals

The learners in the COSAC program receive education and skill development as well as a practicum experience in an addiction treatment facility. Our goal is to provide graduates with the knowledge and skills deemed critical for working in the substance abuse counseling field. The program content also has been developed to support our graduates' future passage of the State CSAC exam. They may sit for the exam after they secure the 6000 requisite experiential hours in the 12 Core Functions.

Occupations

A listing of jobs which fall under to substance abuse counseling and which our graduates could qualify for are identified on the O-Net website. They include "Addictions Counselor, Case Manager, Chemical Dependency Counselor (CD Counselor), Chemical Dependency Professional, Clinical Counselor, Correctional Substance Abuse Counselor, Counselor, Drug and

Alcohol Treatment Specialist (DATS), Prevention Specialist, Substance Abuse Counselor (SA Counselor)” (<http://www.onetonline.org/link/summary/21-1011.00>).

In addition to the jobs listed above that are specific to the CIP code for our program, there are numerous other positions in the general human service field for which our graduates may qualify. Our graduates may also qualify for the positions that fall under 21-1093.00 - Social and Human Service Assistants. The positions listed under this CIP code are: Advocate, Caseworker, Community Coordinator, Family Support Worker, Home based Assistant, Human Services Program Specialist, Mental Health Technician, Outreach Specialist, Social Services Assistant, Social Work Associate

Program Student Learning Outcomes (PLOs)

Below are the eight Program Student Learning Outcomes (PLOs) for the Certificate of Competence in Substance Abuse Counseling program.

- Recognize the medical, societal, psychological, and family effects of abuse and addiction with regard to alcohol and other drugs
- Identify Hawai‘i’s prevention/intervention and treatment system, its strengths and limitations
- Develop an awareness of issues and other personal values/biases that might impact one’s effectiveness as a substance abuse counselor
- Demonstrate knowledge and application of the Twelve Core Functions engaged by the alcohol and drug abuse counselor, and know how these functions apply to the continuum of care
- Demonstrate an ability to do an effective biopsychosocial assessment and display a basic knowledge of counseling approaches used with individuals and groups
- Identify the ethical and legal issues that confront the counseling professional, and abide by them when in the field
- Distinguish the stages of the treatment process, including aftercare, relapse prevention, and the issues relevant to their clients involved in each stage of intervention
- Display attending, active listening, and other counseling skills in their work with individuals and groups

In regards to the above program PLO assessment, seven out of eight PLOs were assessed through course SLOs during the 2013 2015 years.

During 2012-2015 almost all program courses had at least one SLO assessed. The Practicum Seminar capstone courses, HSER 294 and 295 taken in the second year were assessed to establish whether learners' acquired the knowledge and skills in the clinical courses and can clearly demonstrate their knowledge and skills while in the field and in the seminar. All but two learners met the criteria for success at a rating of at least 70% in each of the three skills of

screening, intake, and assessment. All members of the classes met that SLO measures that demonstrated skills and knowledge in four of the PLOs assessed during those years.

For the most recent year, 2014-2015, seven of the PLOs were measured with the SLO outcomes, which indicated that they were successfully being met. The lecturer teaching the HSER 270 course spring 2015 assessed one of the SLOs and the HSER 268 course was evaluated in previous years. The results of the SLO assessments for HSER 140, 245, 294, and 295 are included in the annual ARPD. All measures and SLOs were met in those four courses, except a second measure utilized in HSER 245, which was unmet. That measure assessed an aspect of the second HSER 245 SLO that was not met by a certain percent of the learners. Thus, it requires a future intervention that is noted in the Action Plan section of the ARPD.

Admission requirements

Entry into the COSAC courses requires passing ENG 22 or 24 with a grade of C or better or equivalent, or consent of the instructor. They should also have completed HSER 100 with a C or better or equivalent grade, or gotten the consent of the instructor. Entrance into the second year practicum requires completion of a program application and successful completion of all first year clinical courses or consent of the instructor.

Credentials, licensures offered

The Department of Health's, Alcohol, and Drug Abuse Division (ADAD) oversees the certification of substance abuse counselors. Our COSAC program fulfills 2,000 of the 6,000 experiential hours required for certification and includes an additional 450 hours from their practicum experience that adds to the 6000 required hours. Hence, the graduate will obtain a total of 2450 hours toward the 6000 hours. Once the graduate acquires 6,000 hours through work or volunteering, s/he may apply to sit for the certification exam.

Faculty

Gwen Williams, PhD, LCSW, DCSW

Professor, Human Services & Program Coordinator of the Certificate of Competence in Substance Abuse Counseling (COSAC) Program

B.A., Psychology and B.A., Environmental Studies, University of California at Santa Cruz; Masters in Social Work, University of Hawai'i at Manoa, HI, Ph.D., California Institute of Integral Studies, San Francisco, CA

Barbara Naki, RN, MA

Lecturer, Human Services

R.N., St. Joseph's Mercy School of Nursing; M.A., Psychology, Psychiatric Nursing, Antioch University West; Professional credentials: Nurse Educator; Certified National Trainer in Nurturing Parenting

Dr. Mike Taleff, ED,

Lecturer, Human Services

B.A. Psychology, Masters in Counseling, Indiana University of PA, Counseling ED, University of Pittsburgh, PA

Lena Hasan, M.Ed.

Lecturer in Human Services

B.A., Social Sciences University of Hawaii West Oahu, Masters in Educational Counseling, University of Hawaii at Manoa, HI; Certified National Trainer in Nurturing Parenting

Resources

The program includes one BOR-appointed faculty position, two part-time lecturers, and one full time lecturer to teach the human service courses taught within and outside the program. The main facility resource for our program has been the smart classroom, FA 201, where most of our human service classes are taught. The smart classroom contains a computer, an overhead projector, and a DVD/VCR player. We have a small library of books and DVDs in the classroom that are lendable to our learners and we seek to update this listing regularly to keep current with what is occurring in the field. So far, monies for new books and DVDs have originated from the Social Science Division supplemental funds. The past year's Overall Budget Allocation for the Division was \$139,170. This year's figures have yet to be identified.

Articulation agreements

There has been a standing agreement (but no official memorandum) with UH West Oahu (as noted in their catalog) to accept any two of our COSAC courses for two of their Certificate in Substance Abuse and Addictions Studies (SAAS) courses. Their catalog notes, "Up to two required courses may be waived if appropriate lower division courses (e.g. HSERV courses taken at Leeward CC) were completed".

Community connections, advisory committees, internships, Coops, DOE connections

Our Advisory Committee comprised of clinical supervisors who are invited from the ranks of our practicum site supervisors as well as an ADAD representative. In addition, a learner from the first year and second year classes are asked to serve as representatives of the COSAC program. Currently, twenty substance abuse treatment agencies provide practicum opportunities and supervision for our interns each year.

Advisory Committee Members 2014-2015

Nicole S. Wright, PsyD, CSAC, ICADC Staff Psychologist/Faculty of Waianae Coast Comprehensive Health Center and Director of Malama Recovery Services, and the Leeward Kokua Program

Suzanne A. Whitehead, Ed.D., NCC, CSAC, ICADC
Chief Quality Assurance Improvement Office ADAD, DOH

Patti Isaacs, Ph.D

Executive Director, Ho'omau Ke Ola

Irene M. Wong, LCSW, CSAC
Manager of Adult Clinical Services Hina Mauka

Dennis Tamura, Second Year COSAC Representative

Keith Takeshita, First Year COSAC Representative

Distance Learning

We are not a distance-learning program. All of our classes are face to face due to the applied nature of the courses.

Parts III Quantitative Indicators and IV Analysis are parts of the ARPD template

Please see the University of Hawaii Community Colleges Instructional Annual Report Of Program Data (ARPD) for the COSAC/SUBS Part III Quantitative Indicators and IV Analysis Report.

Part V. Curriculum Revision and Review (if required)

The ten Human Service courses, HSER 100, 140, 245, 268, 270, 294, 295, 248, 256, 160 were modified and submitted for review to the Curriculum Committee during 2014-2015 for implementation in fall semester 2015.

Part VI. Survey Results

Entry Survey

Material collected during an Entry Survey during the first semester that a learner is taking any of the HSER courses, indicated that of the one hundred and twenty-three people surveyed over the three-year period, only 26% were actually declared SUBS majors. Forty-four percent of the 123 surveyed had registered as LBRT majors. There was an average of 30% of people in the program holding degrees prior to entry. Of those who had degrees, 47% had AAs, 24% BAs, and 19.5% had MAs. Of those who did not have an AA degree, on average 75% indicated that they planned to complete their AA degree.

2013-2015 Entry Survey Data

	Declared SUBS/COSAC Majors	LBRT Majors	Entering with Degrees	Of the 30% holding Degrees AA Degrees	Of the 30% holding degrees BA Degrees	Of the 30% holding degrees MAs or Higher	# of those w/o AAs & planning to secure them
N=123							
Percentages	26%	44%	30%	47%	24%	20%	75%

Satisfaction Exit Survey 2013-2015

An anonymous graduate Satisfaction Exit Survey has been administered every year for the past three years. The first section assesses how the 35 graduates of Leeward HSER 295 Practicum course (taken prior to graduation) perceived how prepared they were before they entered their practicum and then prior to entry into the work world. Learners responded to seven questions in

the first section, which assessed knowledge and skills imparted in the various first year courses. There was a 100% response from 35 COSAC Completers over the three years from 2013-2015. The average for the first seven measures, which addressed their feelings of preparedness for entering practicum, was 90% of respondents feeling “*Well Prepared*”, and 10% indicating a satisfactory, “*Prepared*” response. The four questions in the second section covered how well the interns felt prepared post-practicum for securing a position in the field. To the four questions, the average was 94% feeling “*Well Prepared*” after completing their practicum experience and 6% feeling “*Prepared*”. These consistently high satisfaction numbers ascribed by our graduates, point to a great deal of gratification about their education in the COSAC program.

Number Surveyed 35	Avg. Across 7 Qs re: Practicum Preparedness	Avg. Across 4 Qs re: Preparedness For Work
% Well-Prepared	90%	94%
% Prepared	10%	6%
% Unprepared	0%	0%

Occupational placement in jobs (for CTE programs)

No concrete numbers are available. Each graduate is asked to inform the coordinator when s/he secures a position in the field and or earns the requisite volunteer or work hours and when s/he is able to sit for the ADAD State Certificate of Substance Abuse Counselor Exam. Each one is asked to share if they pass the state exam. Some do share this information, while many do not remember to do so. Please see the detailed Graduate/Leaver Information below, which was collected over the past 2012-2015 years. Information was accumulated through an Exit Survey and ongoing communication with the graduates of the COSAC program.

Employer satisfaction

The coordinator of the COSAC program over the past twenty years has cultivated relationships with a considerable number of substance abuse treatment facilities on O’ahu. Just this past year, the program recruited five additional agencies who are newly offering internship opportunities for our current practicum interns. Industry involvement over the past 20 years and the demonstration of their satisfaction with our program has been routinely validated with continual engagement of a core of 15 agencies, which provide practicum opportunities for our learners every year. They offer their sites and supervision of our practicum interns. Many of our graduates later are employed by these same agencies.

Graduate/Leaver Information (2013-2015)

Currently there is no official leaver survey done by the Coordinator. However, the graduates and the coordinator have had a verbal agreement that they keep in touch about their educational plans, when they secure positions in the field, and when they pass the state exam after they have completed their experiential hours. The information reported below comes from the Exit Survey of the 35 who were completing their last class in the program, HSER 295 and who were then eligible to secure their COSAC, as well as through ongoing communication with emails, those

requesting letters of recommendations for application to BA programs, and phone calls from graduates. All percentages were rounded up or down.

The information from the 2013-2015 Exit Surveys is not in accord with the numbers of official COSAC certificates issued over the past three years was 49. Nineteen were given in 2013, 21 in 2014, and nine in 2015. The higher numbers awarded in 2013-2014 was due to the last graduates from the WHA program securing their certificates. No Exit Surveys were given to the WHA graduates.

2013-2015 Summary of Exit Survey Info

The HSER 295 course and thus, program Completers, for each of the three years totaled nine in 2013, 12 in 2014, and 14 in 2015. The reason for the difference in the number of people receiving certificates (nine versus 14) in May 2015 is due to one individual receiving an Incomplete until her practicum hours were completed in the summer. In addition, three additional Completers who graduated HSER 295 in spring neglected to do their graduation checks until fall 2015, thus were not included in the May 2015 count. The table below outlines the survey data by cohort years and delineates numbers of Completers, and how many needed AAs, those who secured them, and those still working on them and how many transferred to MA/BA programs.

2013-2015 Exit Survey Demographic Data

Year of Survey	HSER 295 Completers	# Needing AAs	#/% Who Secured AAs	Of # Needing AAs, % still Completing It	(N=7) #/% Transferred to BA/MA Programs
2013	9	7	5/71%	0	3/43%
2014	12	10	6/60%	2/20%	6/60%
2015	14	11	6/55%	4/36%	5/45%

Two or 6% of the 35 Completers during the 2013-2015 cohorts had Masters Degrees or a Dr. of Acupuncture, whereas four or, 11% had Bachelor’s Degrees. Only one entered the COSAC with just an AA degree. The total number of Completers who needed to obtain an AA (excluding those concurrently enrolled in a BA program) was 24, and 15 or, 63% secured their AA by May 2015. Three or, 8.5% were double enrolled in COSAC in either a BA or an MA degree program. Of the 12 still needing their AA degree, eight, or 67% have either completed their degree in fall 2015 or will be doing so in spring 2016. Of the 29 people who did not have BAs who were HSER 295 Completers, 17 of the or 74% had either transferred to a BA or MA program, were concurrently enrolled in one while in the COSAC program, or are still working toward one. Completers of this program have a high degree of transfer rate to a BA or MA program. Adding Completers who entered the COSAC with BAs and MAs, and those who transferred into a BA or MA program, with those on the threshold of doing so, it brings the total to 27 of our 35

Completers or 77%, who have already transferred or have committed to continuing their higher education within a year after their COSAC graduation.

2013-2015 Exit Survey Info from HSER 295 Completers

Total HSER 295 Completers N=35	#/% Upon entry into COSAC the # needing to secure their AA	#/% who already had AAs	#/% who already had BAs	#/% who already had MA/DR.	#/% who were double enrolled in the COSAC & in a BA/MA program	N=24 who had not yet transferred to a BA program and who needed their AA and secured it by 2015	N=12 still left needing their AAs secured them Fall 2015 or in pipeline for spring 2016	#/% who worked on AAs and transferred to BA/MA programs or are about to in spring 2016	The total #/% of all Completers who already have BAs and MAs, who have already transferred or who entered our program dual enrolled, and those on the brink of transferring
#/%	27/77%	1/3%	4/11%	2/6.0%	3/8.5%	15/63%	8/67%	17/74%	27/77%

Other data from the survey unearthed that 20% secured positions in the field during their practicum sites and 17% percent of the three years of graduates secured positions in the field upon graduation. Twenty-six percent of the three years of graduates already worked in human services or other helping professions and indicated that they had entered the certificate program to upgrade their skills or to secure a promotion. The average was across the three years of completers who were working part or full-time during college was 86%.

2013-2016 HSER 295 Completers not currently working in the field	#/% who secured positions in the field during practicum	#/% who secured positions in the field upon graduation	# of 35 Completers Working in Human Services prior to entry into COSAC	Avg. of 2013-2015 HSER 295 Completers working part or full time while in college
N=29	12/41%	2/7%	9/26%	86%

Summary of Exit Survey Data

These surveys have identified various useful demographic descriptors of the 35 HSER 295 Completers for the past three years:

1. Primarily, the program services the nontraditional learner; the average age being around 47.

2. Some entrants already had advanced degrees, with six of 35 completers, or 17% who have a Masters or BA degree.
3. Some learners were already working in the human service or helping professions, nine of 35 or 26%, entered our certificate program to upgrade their skills or to obtain promotions upon receipt of the certificate. Of the 29 interns who did not already work in human services, 12/41% was offered positions in the field during practicum and two more after graduation, 2/7% for a total of 48% securing work in the field. The others appear to be focusing on continuing their higher education.
3. The vast majority of our Completers, 28 or 80% (who did not already have an AA or higher degree) were working on their AA degrees. Fifteen out of 24, or 63%, who have not yet transferred, secured their AA degrees. Fifteen out of 28, or 46% of Completers are currently working on their BAs or MAs, or have graduated. Eight more of those are currently in the pipeline for transferring next semester into a BA program. The number of HSER 295 Completers in the past three cohorts who have matriculated to transfer into a BA/MA or who are about to transfer this semester is a high of 77%.

Part VII. Overview Analysis of Program

Alignment with mission

The COSAC/SUBS program assists UH Leeward in meeting the commitments set forth in the 2013-2014 Leeward Mission Statement by:

- The COSAC program nurtures learners through a cohort-learning community type curriculum that attempts to “inspire all learners”
- Learners entering the COSAC program without an AA degree are strongly encouraged to obtain their liberal arts AA degree while completing their certificate, which supports continual life-long learning
- The COSAC assists learners to attain their goals through engaging in high quality “career and technical education”
- The COSAC assists learners in becoming responsible global citizens through ethical deliberation of contemporary issues of substance abuse use, addiction, and interventions that effect people on a local, national, and international levels
- The COSAC supports the educational goals of Native Hawaiians by encouraging and engaging a high proportion of our learners who fit into this ethnic group
- The program objectives are in line with the campus mission of Work Force Development as the COSAC offers opportunities for “personal enrichment, occupational upgrading, and career mobility”

Strengths and weaknesses based on analysis of data

Strengths

Two out of the three years, our program received an overall healthy diagnosis. Our Perkins assessment for this past year, 2013-2014 improved: the program met the standard in three out of four areas; in the previous year, the program met the standard in two out of four areas.

One of the strengths of the program is that it attracts Native-Hawaiian students. They have made up as much as 51% of the majors (when the Windward Health Academy existed), but even without WHA, Native Hawaiians constitute 37% or more of the majors—a percentage significantly higher than the campus average.

Because of the consistently high-class fill rates and the strong majors to faculty ratio, the COSAC/SUBS program has received three years of healthy Efficiency calls.

In terms of effectiveness, 28% of the students who take initial SUBS program courses (HSER 140/268) end up getting their certificate, and they do so usually in less than 5 semesters. The length of time from initial course enrollment to certification has also been decreasing, going from an average of 4.7 semesters to 3.7 semesters. The learners have set their minds on earning more degrees, than in previous years.

The Institutional Researcher's analysis of our program that provides us with an additional angle for interpreting the Health of our program that is impossible to view with just the system numbers. It is also apparent that one of the best ways to view our numbers is through a cohort investigation culled from our Entry and Exit surveys. It indicates that our program has higher levels of persistence than what initially appears with the numbers secured with only declared majors and offers a profile that is much healthier than what meets the eye.

The summarized demographic information secured across the three years of exit surveys, indicated there has not only been a higher number of Completers each year over the course of the three years, nine in 2013, 12 in 2014 and 14 in 2015 (even though the system only registers 9). In addition, more graduates each year are completing their AA degrees or were just about to graduate. There has been a continuing increase in the number of Completer transfers of declared and non-declared majors into bachelor's and master's degree programs—three of five in 2013, five of ten in 2014, and five of five who secured their AAs in May 2015. Four additional Completers out of the nine are just about to transfer into a BA program from the graduating class of 2015.

Weaknesses

Last year, because a mistake was made calculating the Demand index, the program was rated Healthy. That index is supposed to be the quotient of Positions (Item 2) divided Majors (Item 3). In the previous year, the dividend and divisor were accidentally reversed, giving COSAC a Healthy rating. It should have been Cautionary. This year, we are again Cautionary.

Again it is important to point out that the SOC code used to identify positions limits the count to substance abuse counseling positions while our graduates will also qualify for a variety of health and human services position, like the positions that fall under 21-1093.00 - Social and Human Service Assistants. The positions listed under this CIP code are: Advocate, Caseworker, Community Coordinator, Family Support Worker, Home based Assistant, Human Services Program Specialist, Mental Health Technician, Outreach Specialist, Social Services Assistant, Social Work Associate.

Another weakness is that those who declare as majors have consistently shown that they have a harder time persisting through the entire program versus others who are non-declared majors and who are taking LBRT courses. Sadly, this difference makes some sense. Many of the people

entering our program are nontraditional learners who have been out of school for decades and often do not even have computer skills, versus those who have committed to taking LBRT courses and have been able to hone their skills and discipline over time. That group of older, nontraditional learners without degrees enters with a handicap that makes it much more difficult for them to complete the certificate and graduate especially if they are not taking LRBT courses that would hone their scholastic abilities.

One of the Perkins criterion was unmet, that of Student Placement. Perhaps we are not meeting this criterion because of the strong nudge given to all the learners in the program to continue their education over seeking immediate employment. Over the 2013-2014 year, we have had a much higher number of people working on their AA or BA degrees and this may have lowered our employment numbers upon graduation. It appears that perhaps additional and continuing follow-up with a graduate leaver survey six months after graduation may help us to learn more about the status of the declared graduates and their employment status.

Evidence of quality and student learning

Evidence of program quality may be determined on multiple levels. One of the questions that could assist in answering this question, would be, “Is the program graduating well-prepared people to enter the workforce?” Another way of answering this question is with the feedback the practicum supervisors give in regards to learner grades. Supervisor feedback provides insight into how well prepared they believed their interns when engaging in practicum. Do they want to accept our interns again the next year? On another level, those who are in the program should judge its quality. How did the learners feel about their learning and preparedness? To this end, an anonymous Satisfaction Exit Survey has been given and the data collected.

The survey shows that in general, 32 of 35, or 91% of the interns over the past three years felt *Well Prepared* with the knowledge and skills necessary for entering practicum. The other measure asked them to assess how their practicum experience prepared them for crossing over into the work world. Over the three years of collecting this data, 33 of 35, or 94% indicated that they felt *Well Prepared* by their practicum experience for entering the work world.

Just as impressive and perhaps more important, is supervisor feedback about our students’ knowledge and skill demonstrated in HSER 295—the practicum. Between 2006 and 2014, 146 students have enrolled in HSER 295. The successful completion rate is 89.8%. That rate is impressive in itself, but even more impressive is that 87.8% of the students have received a grade of A or B from their practicum supervisors. These agency supervisors are independent CSAC clinicians who volunteer to supervise our interns while they complete their yearlong practicum at substance abuse treatment facilities. Only two interns in the last three graduating class members received a C in one or the other practicum semesters. Very few received B’s and most of the interns received A’s.

The evidence of learning or the lack there of, occurs throughout the educational journey and throughout the five clinical courses taken in the first year. However, the test of true integration of all the course work previously learned occurs in the two-capstone courses during the second year. This is where it is most useful to gauge whether the learners can critically apply what they

have learned theoretically to a case study and with a 12 Core Function oral presentation. Over the years, most of the learners have been able to demonstrate successfully their skill and knowledge with these assignments. A very small handful over the 20 years of this program, nevertheless have difficulty meeting this criteria and rate below satisfactory. It will take them more practice of being in the field before it all makes better sense.

In addition, returning to the learners own sense of how much learning has occurred, is an important exercise. The Satisfaction Exit Survey has provided the coordinator with a view of the level of confidence that the learners feel prior to entering their practicum site and then after their internship year, how well prepared they felt before graduating and for potentially entering the work world. They have ascribed high marks to their education both in the classroom and in the practicum agency.

Resource sufficiency

The program Coordinator is the only FTE BOR faculty to teach in the program. She oversees the program coordinates the courses and faculty for three credits of release time and with little secretarial support. Juggling all of the program responsibilities, the communications, review of the 10 human service and SW courses, advising and communication with both year advisees, and all the responsibility for the administrative activities, the Coordinator is stretched very thin. Securing a dedicated student secretarial position for 20 hour/week could assist toward fulfilling the ever-increasing administrative demands of data collection involved in the three surveys every year as well as the proposed additional surveys, and other research and surveys sent out annually to learners and agencies, etc. The assistant would assume the collation of the research and the other secretarial demands that are currently very time consuming work. Having a regular assistant would allow for much more engagement and meetings by the coordinator with all the learners instead of the narrower attention primarily focused on high-risk learners. This additional time would also free up space for more visits to practicum agencies and training of supervisors. Presently, the coordinator spends a huge amount of time embroiled in these administrative activities.

Recommendations for improving outcomes

The coordinator realizes that she has no power to alter how the numbers for the COSAC program are collected and calculated, although that is her wish and with important tweaks, the system would be able to secure a true profile of this program. If the Banner system allowed for tracking a major and certificates as minors, and learners could register for both, this would help solve a number of measurement problems. Having to respond to data that is in large part derived from a partial and often inadequate survey of this program, and to be asked to address improvements where they may be at times actually not needed, is a real conundrum. Only by initially addressing this Catch-22 situation will it allow weeding out what is in the coordinator's power to affect, and what due to the unique parameters of this program, may remain cautionary.

Demand

Demand is currently measured by the ratio between the numbers of new and replacement positions, N=19 in 2013, and 15 for both of the next two years, to the number of declared majors, 35 – 32 – 27 across the three years. If the SUBS/COSAC program majors were cohort calculated and tracked declared and non-declared course Completers in the last program course HSER 295, our “majors” in 2015 would have been 13 (plus one completing hours in the summer) to the 15 available new positions in the substance abuse counseling agencies, and would have reflected a Healthy ratio at 1.1%.

If demand is assessed with this formula, it is unlikely we could see a Healthy call. If the program was to be considered healthy under the current measure, the program would have to keep the cap of declared majors at 20, or 10 a year, which is unrealistic.

Effectiveness

Persistence

In 2012-2013 and 2013-2014, with the WHA cohort still in the program, we secured a Healthy call for all three areas. However, Persistence even then was Cautionary. Although Persistence is only monitoring declared majors, who represent about a third of those who are taking the program courses, it is a measure that offers some important information and therefore is due a tactical response.

In 2012-2013, the SSHs taken by declared majors were 297, in 2013-2014, 228, and in 2014-2015, 234. SSHs taken non-majors were 801, 705, and 756 respectively. While the number of declared majors and SSHs taken by majors in program classes has decreased by 21% or 22%, the number of SSHs taken by non-majors has decreased by only 5%.

The percentage of declared majors getting to the final HSER 295 practicum is about 37% while the percentage for non-majors enrolled is about 49%. The percentage of majors who successfully complete HSER 295 is about 34% while the percentage for non-majors is about 45%. The percentage of majors who end up taking 12 or more credits is about 53% while the percentage of non-majors is about 71%.

Fall-to-Spring Persistence rate of declared majors has been mostly in the Cautionary range until 2013-2014 when it fell further into an unhealthy range. However, the rate for non-majors taking program courses are considerably better.

In other words, the non-majors seem to be performing better than the majors in the SUBS program are. We suspect this is because the declared majors are made up of those who already have degrees and people wishing to immediately secure employment. This population falls either into rather high achieving disciplined learners (those with degrees) and often those who enter at the other end of the spectrum with few academic skills, and little discipline. Of this group, attrition occurs because some enter with unrealistic expectations about the field of substance abuse counseling, whereas others do not have the “counseling temperament” and

should be dissuaded from pursuing this certificate. Given these dynamics, the group with few academic skills or discipline may need much more handholding and support than currently has been given to make it through the first year of courses and onto the second year. To this end, a more intrusive outreach to high-risk learners has been instituted. However, perhaps the interventions may be occurring too late. A number of learners disappear without responding to the coordinator's outreach attempts or they may feel too behind and determine the only thing to do is to give up entirely.

Perhaps, through utilizing the Entry Survey data, a list of new entrants *without* previous college or academic skills could be culled and an assessment made regarding their strengths and areas of challenge. Out of such an assessment, a kind of IEP plan may be developed. Meetings with the identified learners could more frequently be done throughout the semester in order to intervene before the learner flounders too much. The COSAC peer mentor could personally connect with the high-risk learner and help in placing them in contact (personal introduction) with the LRC resources.